

External Review Team Process

Office of Federal and State Accountability Division of Accountability



South Carolina
Department of Education

Together, we can.

FOCUSED SCHOOL RENEWAL PLAN (FSRP) Revised for School Year 2008–09 Revisions Included

School: Wagener-Salley High

District: Aiken County Public Schools

Principal: Patrick Keating

Superintendent: Elizabeth Everitt

FOCUSED SCHOOL RENEWAL PLAN (FSRP) 2008–09 School Year of Implementation

Rationale

OVERVIEW – Wagener-Salley High School is a public high school located in rapidly growing Aiken County, South Carolina. Our school is rural by definition and by character. There are 330 students currently enrolled in grades 9-12 of which 50% are Caucasian, 47% are African-American and 3% other minority. The student body represents the surrounding community, which reflects a diverse socio-economic background with varied cultural interests.

Ethnicity Breakdown:

	Female	Male	Total	Percentage
White	81	83	164	50%
African-American	85	70	155	47%
Other	8	3	11	3%
Total	174	156	330	100%

Free/Reduced Lunch Breakdown:

	Female	Male	Total	Percentage
White	33	32	65	32%
African-American	72	62	134	65%
Other	5	2	7	3%
Total	110	96	206	100%

Wagener-Salley HS has 62.2% of the students qualifying for free or reduced lunch. Currently 18% of the student body is served through special education for disabilities other than speech. The student attendance rate for 2006-2007 was 94.5% compared to 95.4% for high schools like ours. The senior class of 2008 is comprised of 49 students with 75% of the seniors making plans to further their education in a 4-year college or university, a 2-year college, or technical school. Wagener-Salley High School follows a 7 period schedule. Students may earn a total of 7 Carnegie units each year. Middle school students may receive high school credit for Algebra I, English I and Introduction to Computer Applications as well as elective credits in transitional math and English. Advanced placement courses are offered in English and US History. Honors courses are offered across the curriculum. The Foreign Language Program offers four years of Spanish and two years of French. An award-winning band, Drama club, FFA program, Riffle/Drill Team and Robotic Team are in place. Other programs include Business Education, Home Economics, Technology Education, Physical Education/Health, and Army JROTC. The V-TEL program offers college courses and transferable credits through Aiken Technical College and Teacher Cadet through USC-Aiken. The school employees consist of 30 full-time certified teachers and 8 Para-professionals, with forty-six percent of the faculty holding advanced degrees. The State Department of Education and the Southern Association of Colleges and Schools accredit the school.

TESTING STATISTICS:

HSAP Passage Rate: 1st Attempt Students

Wagener-Salley High School				High Schools with Students Like Ours			
Year	2005	2006	2007		2005	2006	2007
% Passing	61.7	69.5	66.2		63.7	68.6	74.4

Longitudinal HSAP Passing Rate by:

Wagener-Salley High School				High Schools with Students Like Ours			
Year	2005	2006	2007		2005	2006	2007
% Passing	92.5	93.3	77.2		93.5	88.0	87.4

Graduation Rate by Year:

Wagener-Salley High School				High Schools with Students Like Ours			
Year	2005	2006	2007		2005	2006	2007
% Grad.	85.1	75.9	54.0		72.3	70.8	71.2

End-of-Course Passing Rate by Year:

WSHS			High Schools With Students Like Ours		
Year	2006	2007		2006	2007
Alg. I/MTII	65.1	80.6		73.0	76.1
English I	46.4	37.1		58.7	51.9
Biology I	51.0	N/A		53.1	N/A
Phys. Sci.	34.8	36.0		37.4	43.4
All Tests	46.4	47.6		54.5	56.5

Wagener-Salley High School's 2007 SC State Report Card rating dropped significantly in part to a drastic decline in our graduation rate. While no one indicator can be identified as the cause, we feel that through the implementation of new and innovative strategies, combined with better record keeping, we will compare favorably with high schools like ours and will increase the graduation rate for SY 2008-2009.

Summary of Process:

The School Leadership Team (SLT) is comprised of educators who are actively engaged in implementing and sustaining school improvement initiatives at Wagener-Salley HS. The SLT met to identify and gather pertinent data that is representative of the school population in regards to standardized testing. The SLT analyzed HSAP, PACT and EOCT test data to identify areas in which student achievement must be increased. The External Review Team (ERT) visited the school a minimum of four times and assisted the school in the process of developing the Focused School Renewal Plan (FSRP). The ERT and SLT used the absolute rating calculator to determine which components of the SC State Report Card needed improvement and what mathematical increase was necessary to meet expected progress. The SLT used all relevant data to develop goals for each of the identified deficit areas as well as a plan to implement the goals in the 2008-2009 school year. The FSRP was a continuous process which included all stakeholders. The principal shared the FSRP and absolute calculator with the faculty and School Improvement Council (SIC) to solicit input and support for the plan.

Narrative of how selected goals will enable the school to meet expected progress:

The School Leadership Team (SLT) developed four Focused School Renewal Plan (FSRP) goals that will enable Wagener-Salley High School to exceed expected progress as determined by the External Review Team (ERT) and the State Department of Education (SDE). The FSRP goals were established using the 2007 report card data and the absolute calculator. WSHS's 2007 HSAP scores for 1st time test-takers was 66.2% which qualified WSHS for maximum points using the absolute calculator weighted model. However, the cut score for that bracket is 62.9%. Therefore, it is necessary to increase our HSAP passage rate for 1st time test-takers to maintain maximum points. It should also be noted that any increase in 1st time test-takers score will positively impact the longitudinal passage rate. The longitudinal passage rate for 2007 was 77.2%. This percentage put WSHS in the minimum point bracket. In order for WSHS to move into the next highest bracket and improve our absolute rating by three-tenths, we must increase our longitudinal passage rate by 15%. Again, all efforts to increase HSAP passage rates will positively impact both of these categories. WSHS had an overall EOCT passing score of 47.6% which fell in the middle bracket on the weighted model. In order for WSHS to move into the next bracket, our EOCT passing rate must exceed 72.3% which is an increase of 24.7%. An increase that substantial is not feasible; however, if we increase 10% for the next 3 years then we will move into the next bracket and thus increase our absolute rating by three-tenths. Finally, we evaluated our graduation rate which drastically declined from the previous year. In 2007 only 54 out of 100 (54%) students who began the ninth grade four years earlier received a high school diploma. Thirteen non-diploma special needs students were calculated in that total. This number, in addition to an abnormally high dropout number and record keeping, contributed to the significant decline. Nevertheless, if we increase our graduation rate by 10%, then we will move from the second point bracket into the third bracket, which will result in increasing our absolute rating by three-tenths. In conclusion, the SLT in collaboration with the ERT, developed goals that are achievable and will move Wagener-Salley High School's absolute rating from unsatisfactory (2.5) to average (3.4) by 2010.

School Timeline

July 2008:

- Freshman Academy workshop and planning
- HSTW conference follow-up, from June 2008 HSTW conference

August 2008

- Finalize master schedule
- Analyze incoming 9th graders PACT scores
- Analyze 2008 HSAP data
- Teacher Professional Development days(district and local in-service, planning)
- MAP training

September 2008

- HSAP remediation established
- MAP testing
- MAP data analysis
- Early release/Professional Development day
- Interim progress reports/analysis
- Weekly review of lesson plans
- Weekly review of logs

October 2008

- 1st Quarter reports
- EOCT teacher-made benchmark testing
- Early release/Professional Development day
- HSAP testing
- Weekly review of lesson plans
- Weekly review of logs
- Parent conference day (Review student data with parents)
- Teacher in-service day

November 2008

- 1st Quarter report analysis
- Early release/Professional Development day
- Weekly review of lesson plans
- Weekly review of logs
- Interim progress reports/analysis

December 2008

- Early release/Professional Development day
- Weekly review of lesson plans

- **Weekly review of logs**
- **MAP testing**
- **MAP data analysis**

January 2009

- **2nd Quarter reports**
- **Early release/Professional Development day**
- **Weekly review of lesson plans**
- **Weekly review of logs**
- **Teacher in-service day**

February 2009

- **MAP testing**
- **MAP data analysis**
- **EOCT teacher-made benchmark testing**
- **Early release/Professional Development day**
- **Weekly review of lesson plans**
- **Weekly review of logs**
- **Interim progress reports/analysis**

March 2009

- **3rd Quarter reports**
- **Early release/Professional Development day**
- **Weekly review of lesson plans**
- **Weekly review of logs**
- **District in-service/ Techfest**
- **Teacher in-service day**

April 2009

- **HSAP testing**
- **Early release/Professional Development day**
- **Weekly review of lesson plans**
- **Weekly review of logs**

May 2009

- **EOCT testing**
- **Early release/Professional Development day**
- **Weekly review of lesson plans**
- **Weekly review of logs**
- **Interim progress reports/analysis**

June 2009

- **Credit Recovery program**

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 1: By April 1, 2009, using a correlation of MAP RIT scores and HSAP data, the passage rate of students taking the HSAP on the first attempt will increase by 10 percent as compared to the Spring 2008 HSAP data.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer fall and winter MAP testing to first time HSAP test takers to identify academic deficiencies in ELA and math.	9th grade Teachers Guidance Counselor Principal	Sept. '08	At least on a monthly basis, 9th grade academy teachers will be trained in the implementation of MAP; Agendas and attendance logs will verify teacher participation. <i>Frequency - At least on a monthly basis. Feedback and Follow-up - Principal and trainers will ensure that documentation is maintained and will provide feedback and follow-up.</i>
Provide students identified by MAP RIT score analysis as below standard with remediation through HSAP remediation class, a 30-minute pull-out program to meet student needs in ELA and math based on available data, and/or tutoring before and after school.	9th/10th grade Teachers Guidance Counselor Principal	Sept '08	Attendance logs for tutoring sessions, a 30-minute pull-out program to meet student needs in ELA and math based on available data, the master schedule and students' schedules for HSAP remediation (beginning in Nov.), will be used to identify those utilizing remediation; 9th/10th grade teachers, principal, guidance counselor will maintain documentation on a weekly basis. <i>Frequency – Weekly basis Feedback and Follow-up - Principal and guidance counselor will provide feedback and follow-up with students and teachers as to effectiveness.</i>

Provide HSAP sample review questions three times a week.	9th/10th grade Teachers Guidance Counselor Principal Trainers	Sept. '08	<p>Lesson plans will identify HSAP review questions to be used weekly; all 9th/10th grade teachers, guidance counselor, principal will ensure that documentation is maintain.</p> <p><i>Frequency – Weekly basis</i> <i>Feedback and Follow-up - Principal, guidance counselor and trainers will provide feedback and follow-up.</i></p>
Implement WSHS Freshman Academy for 1st year 9th graders to facilitate the transition from middle school to high school.	9th grade Teachers Guidance Counselor Principal	Sept. '08	<p>Master schedule and observations will support the structure and implementation of the Freshman Academy; 9th grade teachers, principal, guidance counselor. Administration will document at least monthly that the Freshman Academy is progressing.</p> <p><i>Frequency – Principal will perform a monthly Aiken County approved walk- through evaluation.</i> <i>Feedback and Follow-up – Principal will provide feedback and follow-up with teachers. Guidance counselor to monitor freshman grade progress.</i></p>
Provide Freshman Academy teachers Smartboards and LCD projectors to create engaging lesson plans.	Freshman Academy Teachers Principal	Aug. '08	<p>Lesson plans will identify how technology will be utilized in classrooms; Freshman Academy teachers, principal. Administration will check lesson plans and observe technology use during walk throughs.</p> <p><i>Frequency – Weekly basis</i> <i>Feedback and Follow-up - Principal will provide feedback and follow-up and check teacher lesson plans.</i></p>
Utilize early release days to facilitate collaboration among teachers to identify strategies to address specific weaknesses for each individual student.	Administration Guidance Counselor	Sept. '08	<p>Master schedule, staff development logs and session reports will document common planning and staff development; teachers, principal. Principal will ensure that teachers are identifying individual student strengths and weaknesses using District observation tool. Administration will collect documentation.</p> <p><i>Frequency – Monthly basis</i></p>

			<i>Feedback and Follow-up – Administration will collect documentation and provide feedback and follow-up with teachers as to strategies being used.</i>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 2: By April 1, 2009, using a correlation of MAP RIT scores and HSAP data, the longitudinal rate of students who will pass the HSAP on a second or subsequent attempt will increase by 15 percent as compared to the 2008 HSAP data.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Schedule all students who have failed one or more parts of the HSAP exam in a HSAP remediation class.	Guidance Counselor Trainers	Sept '08	Master schedule and student schedules will be utilized to ensure student placement; guidance counselor. Guidance Counselor will ensure that students have been assigned and will collect documentation and provide feedback and follow-up to principal. <i>Frequency – Weekly basis Feedback and Follow-up –Guidance Counselor will provide feedback and follow-up to the Principal and teachers.</i>
Provide students identified by MAP RIT score analysis as below standard with remediation through HSAP remediation class, a 30-minute pull-out program to meet student needs in ELA and math based on available data, and/or tutoring before and after school.	9 th /10 th grade Teachers Guidance Counselor Principal	Sept '08	Attendance logs for tutoring sessions, a 30-minute pull-out program to meet student needs in ELA and math based on available data, the master schedule and student schedules for HSAP remediation will be used to identify those utilizing remediation; 9 th /10 th grade teachers, principal, guidance counselor. Teachers and guidance counselor will provide weekly remediation and collect documentation. <i>Frequency –Weekly basis Feedback and Follow-up - Principal and guidance counselor will provide feedback and follow-up as to student progress to the teachers.</i>

Provide HSAP sample review questions three times a week.	10th grade Teachers Guidance Counselor Principal Trainers	Sept. '08	<p>Lesson plans will identify HSAP review questions to be used weekly; 10th grade teachers, guidance counselor, principal. Principal, guidance counselor, and trainers will collect documentation.</p> <p><i>Frequency – Weekly basis</i> <i>Feedback and Follow-up - Principal, guidance counselor and trainers will provide feedback and follow-up and monitor student progress.</i></p>
Implement WSHS Freshman Academy for 1st year 9th graders to facilitate the transition from middle school to high school.	9th grade teachers Guidance Counselor Principal	Sept. '08	<p>Master schedule and observations to support the structure and implementation of the Freshman Academy; 9th grade teachers, principal, guidance counselor will provide at least monthly updates as to the progress of the Freshman Academy.</p> <p><i>Frequency – Monthly basis</i> <i>Feedback and Follow-up - Principal will provide feedback and follow-up to teachers and other administrators.</i></p>
Provide Freshman Academy teachers Smartboards and LCD projectors to create engaging lesson plans.	Freshman Academy Teachers Principal	Aug. '08	<p>Weekly lesson plans will identify how technology will be utilized in classrooms; Freshman Academy teachers and principal will provide documentation.</p> <p><i>Frequency – Weekly basis</i> <i>Feedback and Follow-up - Principal will provide feedback and follow-up on a monthly basis.</i></p>
Utilize early release days to facilitate collaboration among teachers to identify strategies to address specific weaknesses for each individual student.	Administration Guidance Counselor	Sept. '08	<p>Master schedule, staff development logs and session reports will document common planning and staff development; this will be done on at least a monthly basis with the principal providing feedback and follow-up.</p> <p><i>Frequency – Monthly basis</i> <i>Feedback and Follow-up – Administration will collect documentation and provide feedback and follow-up to teachers as to strategies that are effective.</i></p>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 3: By April 1, 2009, 80% of students in Algebra I and English I will meet their MAP target RIT goal as measured by the spring MAP testing as compared to the fall testing.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Administer fall and winter MAP tests to measure students' progress in EOCT courses.	EOCT Teachers Principal	Sept. '08	MAP test results will be utilized to identify students' strengths and weaknesses in English I and Algebra I. This will be done on a weekly basis and documented in lesson plans. Principal will collect samples at least on a monthly basis and will provide feedback and follow-up. <i>Frequency – Weekly basis Feedback and Follow-up - Principal will provide feedback and follow-up to the teachers.</i>
Implement WSHS Freshman Academy for 1st year 9th graders to facilitate the transition from middle school to high school.	9th grade teachers Guidance Counselor Principal	Sept. '08	Master schedule and at least monthly observations will support the structure and implementation of the Freshman Academy; 9th grade teachers, principal, guidance counselor. Principal will provide feedback and follow-up. <i>Frequency – Monthly basis Feedback and Follow-up - Principal will provide feedback and follow-up to teachers in order to monitor effectiveness.</i>

Provide students identified by MAP RIT score analysis as below standard with remediation through HSAP remediation class, a 30-minute pull-out program to meet student needs in ELA and math based on available data, and/or tutoring before and after school.	9 th /10 th grade Teachers Guidance Counselor Principal Trainers	Sept '08	Attendance logs for tutoring sessions, a 30-minute pull-out program to meet student needs in ELA and math based on available data, the master schedule and student schedules for HSAP remediation will be maintained on a monthly basis and used to identify those utilizing remediation; 9 th /10 th grade teachers, principal, guidance counselor. <i>Frequency - Monthly basis Feedback and Follow-up - Principal, guidance counselor, and trainers will provide feedback and follow-up.</i>
Administer TRAILS/STAR or other information literacy testing in the Fall and Spring to identify student literacy skills as measured by ELA HSAP.	Media Specialist Trainers Administration	Sept. '08	TRAILS/STAR generated test results will identify literacy deficiencies and guide instructional practices; media specialist and trainers. Media specialist will collect data and will meet with teachers on at least a monthly basis. <i>Frequency – At least twice yearly Feedback and Follow-up - Principal and media specialist will provide feedback and follow-up on a twice a year basis with teachers to check progress .</i>
Utilize early release days to facilitate collaboration among teachers to identify strategies to address specific weaknesses for each individual student.	Trainers Guidance Counselor Administration	Sept. '08	Master schedule, staff development logs and session reports on at least a monthly basis will document common planning and staff development; teachers, principal. Principal will provide feedback and follow-up. <i>Frequency – Monthly basis Feedback and Follow-up – Administration will collect documentation and provide feedback and follow-up with teachers and plan future appropriate in-service training.</i>
Utilize test scores in Testview software to provide data for student placements in remediation classes.	Guidance Counselor Principal	Aug. '08	Students' schedules will be reviewed for accurate student placement on at least a monthly basis; guidance, principal. Principal and guidance counselor will provide documentation.

			<i>Frequency –Monthly basis</i> <i>Feedback and Follow-up - Principal will provide</i> <i>feedback and follow-up to teachers.</i>
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**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Student Achievement Focused Goal**

Focused Goal 4: By April 1, 2009, the graduation rate will increase by 10% over the class of 2008 as measured by the comparison of the 2005-2006 9th grade roster and the March 2009 graduate senior projection using the Graduate template.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>(Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)</i>
Submit quarterly WSHS grade failure report of students scoring below C to administration identifying reasons for failure and attempted interventions.	All teachers Guidance Counselor Principal	Sept. '08	On a quarterly basis, the WSHS failure grade report will be used to identify the students needing remediation to remain on track for graduation; teachers, principal. <i>Frequency –Quarterly basis Feedback and Follow-up - Principal will provide documentation, feedback and follow-up using Integrate reports.</i>
Provide a summer credit recovery program for students identified as off grade level to recover Carnegie units for the students.	Guidance Counselor Principal	May '08	On a yearly basis, documentation logs will identify students completing credit recovery program; guidance counselor, principal. Guidance counselor will provide documentation as to student completion of the summer credit recovery program. Principal will provide feedback and follow-up to ensure that students will receive proper credit for their coursework. <i>Frequency –Yearly basis Feedback and Follow-up – Principal/Guidance Counselor will provide feedback and follow-up.</i>

Provide guidance services to students who are absent 3 or more consecutive days by obtaining missed assignments for the student, contacting parents and reviewing with the student attendance monthly.	Guidance Attendance All teachers Principal	Sept. '08	Guidance log will document student conferences on a quarterly basis. Guidance, Attendance, and all teachers will provide documentation. <i>Frequency –Quarterly basis Feedback and Follow-up – Guidance Counselor will provide documentation, feedback and follow-up</i>
Utilize early release days to facilitate collaboration among teachers to identify strategies to address specific weaknesses for each individual student.	Trainers Guidance Counselor Principal	Sept. '08	Master schedule, staff development logs and session reports will document common planning and staff development on a monthly basis. Principal will collection documentation and provide feedback and follow-up. <i>Frequency –Monthly basis Feedback and Follow-up - Principal will provide documentation, feedback and follow-up with teachers and plan future appropriate in-service training..</i>
Implement WSHS Freshman Academy for 1 st year 9 th graders to facilitate the transition from middle school to high school.	Administration Guidance Counselor	September 2008	Master schedule and observations on a monthly basis will support the structure and implementation of the Freshman Academy. Ninth grade teachers, principal, guidance counselor will collect documentation. <i>Frequency –Monthly basis Feedback and Follow-up - Principal will provide documentation, feedback and follow-up.</i>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation**

Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Principal's Instructional Leadership Goal 1: By April 1, 2009, 9th grade academy core content teachers will participate in monthly data analysis, professional development, and demonstrate 80% mastery of the concepts as measured by topic specific performance tasks; and as a result, 80% of students in Algebra I and English I will meet their MAP target RIT goal as measured by the Spring MAP testing as compared to the Fall MAP testing.

(The desired result is student achievement. The goals must be academic goals related to the school report card.)

Strategy List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation <i>Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.</i>
Provide professional development in the analysis of ELA and Math MAP and HSAP data.	Principal Director of Federal Programs	August 2008	Professional development calendar and agendas of meetings on a monthly basis will verify professional development; principal, Director of Federal Programs. Principal will collect documentation and provide feedback and follow-up. <i>Frequency – Monthly basis Feedback and Follow-up - Principal will collect documentation and provide feedback to teachers as to the progress students are making and then follow-up will be provided by monthly walk-throughs.</i>
Analyze class failure data quarterly to assist in identifying students in need of remediation.	Principal Guidance Counselor All teachers Trainers	October 2008	On a quarterly basis, class failure reports will provide reasons and interventions identified for each student. Teachers and principal will provide documentation. <i>Frequency – Quarterly basis Feedback and Follow-up - Principal and Guidance Counselor will collect documentation and provide feedback and follow-up.</i>
Submit quarterly reports of students scoring below C to administration and guidance to	All teachers Guidance	September 2008	Quarterly Grade report will be used to identify the students needing remediation to remain on track for

assist in planning monthly professional development.	Counselor Principal		<p>graduation and plan appropriate professional development. Teachers, guidance counselor and principal will provide documentation.</p> <p><i>Frequency –Quarterly basis</i> <i>Feedback and Follow-up – Principal and Guidance Counselor will provide feedback and follow-up to teachers using Integrate reports.</i></p>
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FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
Principal's Instructional Leadership Focused Goal to Increase Student Achievement

Focused Instructional Leadership Goal 2: By April 1, 2009, as a result of implementing a Freshman Academy to include a collaborative structure between teachers, guidance, and administration, the freshman passage rate will be 70% in the areas of English 1 and Algebra 1.

(The desired result is a positive impact on student achievement that supports the FSRP and aligns with the principal's responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide 9 th grade teachers professional development on teaming and collaboration to implement WSHS Freshman Academy.	Principal Office of Instructional Services Trainers	July 2008	Professional development calendar and agendas of monthly meetings will verify professional development. Principal and Office of Instructional Services will collect documentation. Principal will provide feedback and follow-up. <i>Frequency – Weekly basis</i> <i>Feedback and Follow-up - Principal and trainers will provide feedback and follow-up.</i>
Implement WSHS Freshman Academy for 1 st year 9 th graders to facilitate the transition from middle school to high school.	9 th grade teachers Guidance Counselor Principal	September 2008	Master schedule and at least monthly observations will support the structure and implementation of the Freshman Academy. Ninth grade teachers, principal, and guidance counselor will collect data. <i>Frequency –Monthly basis</i> <i>Feedback and Follow-up - Principal will provide feedback and follow-up to teachers.</i>
Submit quarterly reports of students scoring below C to administration and guidance.	All teachers Guidance Counselor Principal	October 2008	Quarterly grade report will be used to identify the students needing remediation to remain on track for graduation. Teachers, guidance counselor, and principal will provide documentation. <i>Frequency –Quarterly basis</i> <i>Feedback and Follow-up - Principal will provide documentation, feedback and follow-up using Integrate reports.</i>

**FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement**

Focused District Instructional Leadership Goal 1: By April 1, 2009, using a correlation of MAP RIT scores and HSAP data, the District will provide and/or facilitate professional development to teachers and administrators on the implementation and use of data analysis to enable teachers to address the academic needs of students resulting in 10% passage rate increase on the 2009 HSAP as compared to 2008 HSAP.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide ELA and Math teachers and administration training in the implementation of MAP.	Director of Federal Programs	August 2008	Teachers will be trained in the implementation of MAP. Agendas and attendance logs will verify teacher participation; Director of Federal Programs
Provide ELA and Math teachers and administration training in the use of MAP data reports to identify students’ areas of weakness.	Director of Federal Programs	September 2008	Teachers will be trained to interpret MAP reports and identify areas of weakness/need. Agendas, attendance logs and teacher reports will verify participation; Director of Federal Programs
Provide all teachers training in research-based instructional strategies and their use in intervention.	Office of Instructional Services	September 2008	<u>Classroom Instruction That Works</u> by Marzano will be used in monthly faculty study groups. Attendance at the study group and additional workshops, as well as observation of teachers using the strategy in the classroom will support the achievement of the goal; Instructional Services, principal
Provide all teachers training in the use of all data stored in Testview.	Associate Superintendent of Administration	October 2008	Teachers will be trained to access all data associated to their classes through Testview. Attendance logs and teacher generated reports will verify success; Associate Superintendent of Administration.

FOCUSED SCHOOL RENEWAL PLAN
2008–09 School Year of Implementation
District Administrators’ Instructional Leadership Focused Goal to Increase Student Achievement

Focused District Instructional Leadership Goal 2: By April 1, 2009, the District will provide professional training to improve effective classroom instruction and assessment in support of the school's FSRP to increase the graduation rate by a minimum of 10% with the class of 2009 based on the graduate rate template for 2005-2006 9Gr File as compared to the graduation rate of the class of 2008.

(The desired result is a positive impact on student achievement that supports the school’s FSRP and aligns with the district administrators’ responsibilities stated in the ERT process.)

Strategy (List the processes/activities to fully implement the goal that will have a high probability of improving student achievement.)	Person(s) Responsible (Position/Name)	Start Date of Strategy	Indicator(s) of Implementation (Explain how each indicator will be used to support the achievement of the goal, followed by the name of the person responsible for the documentation.)
Provide professional training on the language of the Revised Bloom’s Taxonomy and the State Academic Standards to all teachers	District Division of Instructional Services	August 2008	Agendas, training plans, powerpoint presentations and attendance logs will verify training; Division of Instructional Services
Provide teachers professional training in authentic assessment	District Associate Superintendent of Administration	October 2008	Teachers will be trained in the elements of authentic assessment. Agendas, attendance logs and teacher-made assessments will verify success; Associate Superintendent of Administration, principal
Investigate best practices and supplemental programs that could be used for intervention or acceleration such as the S.C. Algebra Classroom.	Assistant Superintendent for Area 4	July 2008	A summary of available programs to address specific needs will be submitted to the school’s SLT; Assistant Superintendent for Area 4
Support the school’s integration of technology into instruction through professional training in workshops and coursework based on teacher needs	District Technology Specialists	August 2008	The course syllabus, attendance logs and grade reports will verify completion of graduate course and attendance at workshops. Classroom observation of lessons will be recorded; Division of Instructional Services, principal

FOCUSED SCHOOL RENEWAL PLAN 2008–09 School Year of Implementation

Title and Description of Each Program and Initiative Included in the FSRP

Give the title and a brief description of each program or initiative that is included in the FSRP.

Note: All acronyms should be preceded by the complete program title. For example: Measures of Academic Progress (MAP)

- Measures of Academic Progress (MAP) – diagnostic testing software correlated to HSAP
- High School Assessment Program (HSAP) – state graduation exam – all students must pass in order to receive state diploma
- PLATO – software program correlated to SC standards used for remediation and/or credit recovery
- Smartboard – interactive whiteboard/software utilized to create engaging and hands-on lessons
- Freshman Academy – 9th grade transition model aimed at easing the move from middle school to high school
- End-of-Course Test (EOCT) – comprehensive exams used in selected high school courses to determine competency of standards
- TRAILS - computerized information literacy assessment program used to identify strengths and weaknesses in research and information skills
- TestView – data software that allows educators to manipulate and compile student test data to be used diagnostically
- Teacher-made benchmark testing – tests created to correlate to the EOCT to determine if student mastery of standards
- SC Algebra Classroom – SC State Department of Education professional development program to demonstrate different strategies in teaching Algebra I standards.
- Techfest – Yearly School District of Aiken County in-service focusing on integrating technology into the classroom